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ABSTRACT

Developed as part of a project designed to provide a synthesis of literature and practice relating to the career education of disadvantaged students, this paper, which is intended for administrators of local programs, identifies successful components of career education programs for the disadvantaged. Program descriptions were secured through a search of the literature, a survey of state department of education administrators of special needs programs in vocational education, and contact with other agencies operating career and vocational education programs. In addition, 54 exemplary programs were identified, contact persons interviewed, and selected sites visited for indepth study and on-site evaluation. Among the program components described are: (1) outreach and recruitment activities, (2) orientation of program participants, (3) career awareness and exploration opportunities, (4) basic education, (5) counseling activities, (6) available support services, (7) opportunities for job skill development, and (8) provisions for student placement and follow-up. Major strengths and weaknesses of the programs are summarized, and a listing of the locations, contact person, and brief description of the 54 exemplary career education programs is appended. Related publications are available as VT 018 540-VT 018 544 in this issue. (SB)

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CAREER EDUCATION PROGRAMS FOR THE DISADVANTAGED

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PREFACE

Career education is a movement designed to reform and redirect educational practice. It represents a synthesis of antecedent concepts in American education. In order to develop new improved educational programs, it is necessary to build upon the knowledge and experience of existing efforts. This paper describes existing programs, representing offerings within and outside the educational mainstream, and notes their contributions toward the career education of disadvantaged students.

Special recognition is due J. Marvin Robertson, Assistant Professor, Evaluation and Program Projection, College of Education, University of Georgia, Athens for his scholarship in authoring this paper while serving as a visiting staff member at The Center for Vocational and Technical Education, Columbus. J. David McCracken of The Center staff served as Project Director. Alice J. Brown of The Center staff provided editorial assistance. Special recognition is due Victor Hill, Director of Indian Education, Muskogee, Oklahoma; Benjamin Whitten, Baltimore City Public Schools; Charles Nichols, Minneapolis Area Vocational-Technical School; and James Barge, State Department of Education, Tallahassee, Florida; who served as consultants and reviewers for this paper. Our special thanks go to the various program directors and others who appear as contact persons for programs listed in appendixes.

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INTRODUCTION

Career education is rapidly becoming the national goal of the American educational system. The desired outcome is the preparation of each and every individual for meaningful work, continuing education leading to career entry, progress on a career lattice and ultimate personal fulfillment.

To attain that goal, career education must include the entire instructional system from kindergarten through secondary, post secondary, and continuing adult education. It must include education provided by the public and private school systems, business and industry, manpower organizations, and various governmental agencies.

The career education curriculum should include learning experiences for all individuals about the wide range of career possibilities. Sound guidance and counseling to help individuals consider their interests and abilities in relation to careers needs to be included. Information about projected occupational needs of the nation and career decision-making skills will be essential. Actual help in obtaining a job and keeping it must be emphasized if career education is to assure individual success.

Education for a purpose is the goal of career education. It will enhance the vocational-technical programs by attaching prestige and focusing attention on the area that they now occupy alone. By providing realistic motivation, career education will also enhance the quality of learning in basic tool subjects.

Career educators can cooperate with general academic educators to make a major impact on programs for disadvantaged persons. The ultimate employment goal of the vocational education component of career education, with attention to the unique needs of the individual through counseling and career development activities, can increase the motivation so essential to teaching reading, language, and mathematics.

To be geniunely effective, educators must introduce children to the world of work by the primary grades and continue to develop job information and counseling throughout the school years. Such contacts should relate to dropouts and potential dropouts as well as reentering adults. School personnel and prospective employers should jointly plan educational programs to ensure sufficient instruction followed by satisfactory employment. These considerations could include basic education, work attitudes, job adjustment, consumer skills and continuing education.

Concepts of Career Education

Career education is a developing complex of concepts that have not yet evolved a commonly accepted definition. It is not likely that one will evolve in the near future.

However, some broad concepts are common to most definitions. Career education can be conceived as a developmental educational process that builds on a broad base of exploratory experiences at the elementary and junior high levels gradually leading to occupational decision-making at the secondary level. More specific occupational preparation extends from the secondary level through post secondary and adult levels.

Career education generally is based on a spiral curriculum which treats

concepts at higher and higher levels of complexity as the individual moves through the developmental process into a career lattice.

Career education attempts to develop motivation, attitudes and interests by building curricula around interest in the world of work, knowledge of the world of work, and the skill necessary to function in the world of work.

Career education attempts to provide an educational delivery system at all levels of education to include the learning experiences essential to permit each individual to attain his goal of occupational competence and social responsibility at a level commensurate with his abilities and desires.

Career education is a never ending process that begins early and continues throughout the life of each individual. The concept includes education for the disadvantaged individual and recognizes that the career developmental experiences of the disadvantaged individual have not always been adequate.

The reader who desires a more complete understanding of career education concepts as a basis for developing effective programs for the disadvantaged will find ample material written on the subject. Publications by Herr (1972), Goldhammer (1971), and Bottoms and Matheny (1969) are three that would be useful.

Legislation Focuses on the Needs of People

While vocational educators may have been concerned with programs for the disadvantaged since the Smith-Highes Act of 1917, recognition of students with special needs did not become part of the federal vocational education legislation until 1963. Working with those who have academic, socioeconomic, or other handicaps that prevent them from succeeding in regular vocational education programs was optional. Little money was channeled into programs for persons with

special needs.

The Manpower Development and Training Act of 1962 allowed for funding of developmental projects to provide manpower services to youth for whom conventional approaches, techniques, and personnel seemed inadequate. Over one hundred skill centers have now been developed by manpower agencies to serve the disdavantaged.

The Vocational Amendments of 1968 prescribed mandatory funds for the disadvantaged and broadened the definition to include anyone who could not succeed in the mainstream vocational programs. The type of disadvantagement may be academic, socioeconomic, or cultural isolation from the community at large.

Federal, state and local programs and agencies, in addition to industry based programs and the efforts of citizen interest groups, have all added to the multi-faceted approaches attempting to benefit disadvantaged individuals.

Purpose of Publication

The purpose of this publication is to identify successful components of exemplary career programs for the disadvantaged and disseminate them to administrators of local programs. The intended outcome is a wide dissemination of successes and an understanding of the limitations of innovative approaches that have been tried.

Programs Identified

Program descriptions have been secured through a search of the literature, a survey of state department of education administrators of special needs programs in vocational education, and contact with other agencies operating programs of career and vocational education for the disadvantaged.

Exemplary programs were identified and contact persons interviewed by tele-

phone. Selected sites were visited for indepth study and on-site evaluation of successful components. The Appendix contains an alphabetical listing of career education programs for the disadvantaged with a brief description of each program. Names of contact people are included. The reader may want to talk directly to the local contact person or arrange to visit one or more programs. Visiting other programs before implementing one has been highly recommended by local program directors.

From the programs surveyed, few appear to implement a comprehensive career education system for the disadvantaged that contains all the elements necessary for a total model. In this publication the reader can identify innovative and successful components from the programs described to build a comprehensive career education program to fit the local situation.

Successful innovations are not limited to public school programs. This study also considers manpower skill centers, post secondary institutions, Office of Economic Opportunity funded programs, community agencies, correctional institutions, and industries which are operating successful programs directed toward disadvantaged persons. The innovative administrator can select usable techniques from any source and adapt them to a particular school situation. In some instances the non-school settings have been more able to allow the freedom and flexibility necessary for experimentation.

This survey is limited to programs for the economically and culturally disadvantaged. No attempt has been made to identify programs specifically for the handicapped. Projects designed primarily for single occupations are not included. The aim was to review comprehensive programs of career education designed for disadvantaged target populations. Some programs have been selected because one or more of their components are exemplary even though the individual program is not comprehensive.

CHARACTERISTICS OF THE DISADVANTAGED

Who Are They?

The disadvantaged individual more often than not is identified as one who does not fit the mold or match the norms set by the system. Classroom teachers are prone to identify as disadvantaged those students not performing up to a given norm in their classrooms. These students may further be behavioral problems in the school--below the acceptable "social norms of the school."

The disadvantaged are recognizable as those who are unemployed in a society where working is not only the norm but part of the religion and heritage of the society; they may be employed in low wage occupations and below the norm in income and unable to provide for such basic necessities as food, shelter, and clothing in a society where the norm is affluence. Members of minority cultures, where the norm is to be "melted" into the mores of the dominant culture, and those who reside in underdeveloped rural isolation or city core ghettos where the norm is a house in the suburbs with a two car garage also find themselves labelled "disadvantaged."

There is a tendency in America to beleive that success is the result of honest, hard work and "wanting to." It is all too easy to reverse the concept and assume that one who is disadvantaged is one who did not work hard enough or did not "really" want to.

The U.S. Office of Education (USOE) (1970) lists the characteristics of

disadvantaged persons to be served under vocational legislation as:

a) Persons with poor educational background;

b) Persons who are semi-skilled or unskilled workers receiving less than poverty level incomes;

c) Persons from areas characterized by excessive unemployment;

d) Persons from areas characterized by excessive low income rates;

e) Members of ethnic minority groups which have been discriminated against;

f) Persons who have been isolated from cultural, educational and/or employment opportunities;

g) Persons who, due to a combination of environmental, cultural, and historic factors, lack motivation for obtaining an education or a job skill;

h) Persons who are dependent upon social services to meet their basic needs.

USOE also lists areas to be served as: economically depressed communities, areas of high youth unemployment, and areas which have high rates of school dropout. Specific areas cited include American Indian reservations, urban ghettos, Mexican-American barrios, Puerto Rican enclaves, rural poverty areas, public housing developments, areas designated for urban renewal, Model Cities neighborhoods, correctional institutions, institutions for neglected children, and migrant streams.

The revised edition (U.S. Office of Education, 1972) emphasizes that programs should be directed at individuals rather than target groups. It is the effect of disadvantagement, not the cause, that qualifies for special funding. The publication states,

> The statute is specifically directed to individuals. The statute is <u>not</u> directed to any person or group outside the vocational education inability-to-succeed context, no matter how apparent the group's common characteristics.

> Similarly, residence in a target area, such as a ghetto or an economically depressed area, is not sufficient grounds for classifying a person as disadvantaged for purposes of the statute. His residence in a target area may be and very likely is at least a contributing cause to the person's disadvantagement. However, the "scatter-gun" approach of identifying persons to be disadvantaged primarily by their accident of residence in a low-income target area is inconsistent with the precise purpose of providing a meaningful vocational education to all disadvantaged individuals (p. 5).

Havighurst (1964) indicates that, in racial and ethnic terms, disadvantaged groups in urban centers are about equally divided between whites and non-whites. They consist mainly of:

1) Southern blacks who migrated recently to the Northern industrial cities,

2) Whites from the South and Southern mountains who have migrated recently to Northern industrial centers,

3) Puerto Ricans who have migrated to a few Northern industrial cities,

4) Rural Mexican-Americans who have migrated into the cities of the West and Middle West, and

5) Europeans from rural Eastern and Southern Europe who have immigrated to industrial centers.

Cuban immigrants in Miami and other urban centers might well be added.

Lockette and Davenport (1971) state:

> Altogether these groups make up about 15 percent of the population. Since they tend to have large families, their children make up as much as 20 percent of the child population. Not all socially disadvantaged children come from these groups but the great majority do. Not all children in these groups are socially disadvantaged, but the great majority are.

The urban and rural disadvantaged are considered by Swanson (1970) to have many similarities. He considers poverty and the low level of public services to be the most obvious characteristics of the rural disadvantaged population.

The cultural and ethnic groups that comprise the rural disadvantaged are similar to the major urban groups. For a variety of reasons individuals

comprising the rural disadvantaged have not migrated. Compare the urban racial and ethnic groups identified by Havighurst with the rural groups identified by Johnson (1970):

1) Negroes in the rural South,
2) Mexican-Americans in the rural West and Southwest,
3) Caucasions in the rural South and Southwest,
4) American Indians on reservations,
5) Puerto Ricans who remain in rural Puerto Rico, and
6) Eskimos.

Career education for the rural disadvantaged is complicated by the lack of employment opportunities in the area in which they reside. Tweeten (1967) states that education is not a productive investment in low income agricultural areas unless students also have occupational and geographical mobility. For this reason the tendency is to not invest in education in rural poverty areas.

For a more complete review of research concerning the disadvantaged groups the author suggests Review and Synthesis of Research on Vocational and Technical Education for the Rural Disadvantaged by Oaklief (1971) and Review and Synthesis of Research on Vocational Education for the Urban Disadvantaged by Lockette and Davenport (1971).

Implications for Program Design

Some generalizations about the disadvantaged as a group may assist individuals planning programs. If, however, the generalizations become stereotypes, then the program is unlikely to succeed. The disadvantaged groups are, more than anything else, aggregates of unique individuals; there is more variation of individuals within groups than between groups.

Feck (1971) notes some rather general characteristics attributed to the disadvantaged that complicate urban teaching. Many teachers hold middle class values which they expect to exist in their urban classrooms. However, the outside social climate encourages the development of aggressive, insecure delinquents who have vastly different value systems. An environment of high unemployment, underemployment and the limitations of low-skill employment encourage feelings of despair, defeat and inadequacy among the adults that are reflected in their youth. The low educational attainment of parents, relatives and friends provides few models to encourage disadvantaged youth to complete school. How can one prepare students for nonexistant jobs when already many of their relatives and friends--some even with diplomas--have been unable to secure jobs? Part-time employment and vigorous job placement programs can be crucial to the continuance of education for many youth.

Beyond the concerns of attitude remain those of poor health. Poor nutrition and housing conditions frequently lead to a high incidence of disease. The health problem may need to be solved by the school in order to even reach the educational problem.

Edington (1970) summarized seven general areas that affect disadvantaged rural youth and are relevant to planning educational programs.

1) Their low socioeconomic status is of prime importance in view of the high relationship between socioeconomic status and educational achievement.
2) Their educational and occupational aspirations appear to be negatively affected by their socioeconomic status, possibly further depressed by geographic isolation. Many who will not be able to make a living farming do not aspire to any high skilled urban occupation nor to the educational level which would prepare them for such work.
3) They are characterized by attitudes which are nonsupportive of educational progress: low self-esteem, feelings of helplessness in face of seemingly inconquerable environmental handicaps, and impoverished confidence in the value and importance of education as an answer to their problem.

4) The educational achievement is below national norms.

5) Higher dropout rates are found among the rural disadvantaged.

6) Curricula in rural schools are frequently inadequate for and irrelevant to the needs of these students.

7) The cultural experience of disadvantaged rural youth are limited. Isolation and poverty are major conditions which limit the rural youth's cultural experiences to his own group and contribute to low level educational progress.

The disadvantaged are caught in a complex interaction of problems in the areas of family and community, health, housing, education, transportation and the law enforcement, all of which tend to produce varying degrees of immobility. Their ability to learn is hampered by such living and school conditions. The opportunities available to them are limited. They are isolated from the dominant cultural influences and lack the political power or community cohesiveness to implement programs to meet their needs.

On the other hand, there is some indication that the disadvantaged individual does not differ from others in his yearnings, ambition and potential. The disadvantaged individual wants many of the same things that the more affluent individual now has. The disadvantaged person has been frustrated in his attempts to become part of mainstream America. Yet, the untapped intelligence, capacities, and creativity among the disadvantaged can be compared favorably with more advantaged groups. Personal observation of results attained by teachers in special education programs have convinced the author that the disadvantaged are far from unmotivated, untrainable, or uneducable.

The educational challenge is to identify the special needs and develop the unused talents. Disadvantaged individuals require support and encouragement, early success experiences, and help in developing skills to cope with frustration. This publication reviews a wide variety of programs developed to meet that

challenge. The target populations, the program design, the instructional strategies, the specific disadvantagement, the geographic location, the sponsoring agency, and the specific objective or expected outcomes are diverse. The one thing common to each program described is that someone turned concern into action.

John Gardner (1961) in Excellence, Can We be Equal and Excellent Too? states:

> And the importance of education in modern society is not limited to the higher orders of talents. A complex society is dependent every hour of every day upon the capacity of its people to read and write, to make complex judgements and to act in the light of fairly extensive information. When there is not this kind of base on which to build, modern social and economic developments are simply impossible. And if that base were to disappear suddenly in any complex society, the whole intricate interlocking mechanism would grind to a halt.
>
> The chief means of carrying on the talent hunt is the educational system.

TARGET POPULATIONS

Persons served by programs for the disadvantaged vary widely. Most programs serve individuals with more than one criterion of disadvantagement but have a primary target population. The exemplary programs described in this publication were classified by primary target population from information available to the author. Programs cited in the text are identified by number as identified in Table 1, "Summary of Target Populations and Components of Career Education Programs for the Disadvantaged."

Educationally Disadvantaged

Academic deficiencies, primarily reading or communication skills and mathematics, are the basis for many programs. The target population for virtually every program described is educationally disadvantaged. However, some programs deal primarily with academic needs related to occupational instruction rather than multiple disadvantagement.

The Vocational Education (VEA) Communication Skills Laboratory (49) in Stockton, California is targeted for students enrolled in vocational education or with vocational goals.* York, Pennsylvania's Operation Salvage (28) is targeted for underachievers in 14 leading schools. The students have academic deficiencies with learning potential in vocational fields. Kingston, New Hamp-

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* Numbers in parentheses refer to programs identified in Table 1 and the Appendix.

shire's Vocational Industrial Project (50) is for students with a history of failure and low levels of reading achievement. The Des Moines, Iowa project, New Horizons (22), is designed for students one to two years behind in reading achievement.

Carroll County, Maryland's Educational-Work Experience Program (13) provides a work program for slow learners and the educable mentally retarded.

Milwaukee Area Technical College provides remedial help for the educationally disadvantaged with potential for post secondary education in their Crossover Project (9). Remedial Instruction (37) at Honolulu Community College is targeted for a similar population.

Potential Dropouts and Alienated Youth

Potential and actual dropouts are the primary target population for a wide variety of unique career programs for the disadvantaged. Programs range from in-school dropout prevention to separate programs built around the needs of specific out-of-school populations.

Pueblo, Colorado's Joint Effort Training Program (17) identifies over-age, dropout-prone students and utilizes vocational areas to find individual student interests. The interests provide the takeoff point for individual programs. Chicago's School Leavers (42) and East Chicago's Vocational Education for the Disadvantaged (51) provide special services for potential dropouts. The Occupational Emphasis Program (25) in Memphis, Tennessee utilizes school counselors to select potential dropouts who have low grades or who are behind in grade level for enrollment in a new center.

Coordinated Academic Vocational Education (10) is a statewide program in Georgia schools with a primary objective to reduce the dropout rate of disad-

vantaged, over-age students in grades seven to 12.

Separate facilities for "dropout" students and alienated youth are operational in a growing number of school systems. The Beggs Center (2) in Pensacola, Florida provides a unique program for 600 individuals in grades nine to 12 who cannot cope with the traditional school setting. The Stanton Center (46) in Jacksonville, Florida serves a similar population. Portland, Oregon operates Vocational Village (52) as a separate facility for dropouts from the public schools. Portland also operates the Residential Manpower Center (38) for dropouts who have no other satisfactory place to live.

The Work Opportunity Center (53) in Minneapolis, Minnesota has developed from a pilot project designed to provide an educational alternative for school dropouts. Pasco, Washington's Project Motivation (35) operates a similar center that strives to provide a climate that contrasts with the public school setting. The Educational Center for Youth (12) in Newark, New Jersey provides a second chance for individuals over 16 who have been out of school for over six months.

Culturally Disadvantaged

Cultural isolation prevents many persons from entering the mainstream of the economic system. Aims Community College (45) in Greeley, Colorado operates a special needs program for Chicanos of all ages. Mobile Training Units (21) are utilized as classrooms in New Jersey for culturally isolated migrant workers.

Urban ghetto inhabitants are served by the Career Development Project (5) in Boston, the Capital Area Urban Center (4) in Troy and Albany, New York, and various Opportunities Industralization Centers (29). Coombs (1962) describes a special program for Navajo Indians in Doorway Toward the Light.

Economically Disadvantaged

Probably no one characteristic is more common to the disadvantaged than low income, and the absence of financial resources is a daily reminder of one's disadvantaged condition. Programs such as the Neighborhood Youth Corps (24), as operated by the schools in Philadelphia, attack the low income problem directly by supplementing a student's income while he continues his education.

Some programs combine maintainence income for the individual with access to educational programs. Manpower Skills Centers (18), such as the one operated by the Community College of Denver, serve the low income, unemployed person as identified and defined by the employment service. The Training and Technology (47) program in Oakridge, Tennessee serves a similar population.

The Opportunities Industrialization Centers' (29) target populations are primarily low income, unemployed and unskilled individuals.

The Urban Centers (4) in Troy and Albany, New York designate unemployed youth aged 18 to 25 as their target populations.

School Program and Career Education (44) in New Haven, Connecticut and Business Experience Education Program (BEEP) (1) in Philadelphia include paid cooperative work experience for the economically disadvantaged.

Persons on low, fixed incomes in rural areas are the target population of Homemakers Organized for More Employment (HOME) (15) in Orland, Maine.

Geographically Isolated

Area of residence contributes to disadvantagement through a geographical isolation or distance from opportunities. The economic underdevelopment of some regions of the United States creates conditions of underemployment and low income.

Table 1

SUMMARY OF TARGET POPULATIONS AND COMPONENTS OF CAREER EDUCATION PROGRAMS FOR THE DISADVANTAGED

Program Number	Program	Rural - Urban	Target Populations						Program Components									
			Educational	Potential Dropouts and Alienated Youth	Cultural	Economic	Geographic	Incarcerated Individuals	Outreach and Recruitment	Orientation	Career Awareness	Career Exploration	Basic Education	Counseling	Supportive Services	Occupational Skills	Placement	Follow-up and Follow Through
1	Business Experience Education Program (BEEP)	U				X			X							X		
2	Beggs Educational Center	RU		X					X	X	X	X	X	X	X	X	X	
3	Boston High	U							X				X	X		X	X	
4	Capital Area Urban Center	U			X	X			X	X	X	X	X	X	X	X	X	X
5	Career Development	U			X				X	X		X	X	X		X		
6	Career Education	RU									X	X	X	X		X	X	X
7	Career Education Grants	RU	X			X					X	X	X	X		X	X	
8	Community College - NY	U											X	X		X	X	
9	Crossover Project	U	X								X		X					
10	Coordinated Vocational Academic Education - Georgia (CVAE)	RU	X	X								X	X	X		X		
11	Coordinated Vocational Academic Education - Texas (CVAE)	RU	X	X								X	X	X		X	X	X
12	Education Center for Youth	U		X					X	X	X	X	X	X	X	X	X	
13	Educational - Work Experience	U	X									X	X	X		X	X	X
14	Evening Dropout School	U		X									X	X		X	X	X
15	Homemakers Organized for More Employment (HOME)	R				X	X									X	X	
16	Individualized Manpower Training	RU	X						X	X	X	X	X	X		X	X	X
17	Joint Effort Training	R	X	X								X		X		X	X	
18	Manpower Skills Center	U				X				X			X	X	X	X		
19	Mayo State Vocational School	R					X						X	X		X	X	X
20	Men's Correctional Center	-						X					X	X		X	X	X
21	Mobile Training Units	RU					X				X	X		X				
22	New Horizons	U										X	X	X		X	X	
23	Northern New England Occupational Exploration	R					X				X	X	X	X		X		
24	Neighborhood Youth Corps	U				X						X				X	X	
25	Occupational Emphasis	U										X		X		X		X
26	Occupational Evaluation and Specialized Training	R	X											X	X	X	X	X
27	Occupational Orientation	R					X				X	X	X	X		X		X

Table 1 (con't)

SUMMARY OF TARGET POPULATIONS AND COMPONENTS OF CAREER EDUCATION PROGRAMS FOR THE DISADVANTAGED

Program Number	Program	Target Populations							Program Components								
		Rural - Urban	Educational	Potential Dropouts Alienated Youth	Cultural	Economic	Geographic	Incarcerated Individuals	Outreach and Recruitment	Orientation	Career Awareness	Career Exploration	Basic Education	Counseling	Supportive Services	Occupational Skills	Placement	Follow-up and Follow Through
28	Operation Salvage	RU	X									X		X		X	X	X
29	Opportunities Industrilization Center (OIC)	U			X	X			X	X		X	X	X	X	X	X	X
30	Pre-Vocational Assessment Laboratory (PAL)	R	X	X								X		X				
31	Pre-Vocational Institute	R					X		X			X						
32	Pre-Vocational Program	R					X				X	X		X		X	X	X
33	Project CAREER, Mass.	RU									X	X	X	X		X		
34	Project Careers, Alaska	R	X	X								X	X	X		X		
35	Project Motivation	R		X					X	X		X	X	X	X	X		
36	Project Succeed	-	X	X								X	X	X		X		
37	Remedial Instruction	U	X										X					
38	Residential Manpower Center	U		X		X			X	X	X	X	X	X	X	X	X	X
39	Rural Industrial Education	R										X	X			X		
40	Sequential Approach to Vocational Education	R							X	X	X	X	X	X	X	X	X	X
41	Special Academic Vocational Education	R		X								X	X	X		X		
42	School Leavers	U		X					X			X	X	X	X	X	X	
43	School Without Walls	R	X	X								X	X	X		X		
44	School Program and Career Education	U				X			X							X		
45	Special Needs - Aims Community College	R			X				X	X	X	X	X	X	X	X	X	X
46	Stanton Center	U		X								X	X	X		X	X	X
47	Training and Technology (TAT)	R				X			X	X	X	X	X	X	X	X	X	X
48	Title I NY City	U		Varies							Varies by program							
49	Vocational Communications Skills Center	RU	X						X				X					X
50	Vocational Industrial Project	R	X									X	X			X		
51	Vocational Education for Disadvantaged	U		X					X	X		X	X	X	X	X	X	
52	Vocational Village	U		X					X	X	X	X	X	X	X	X	X	X
53	Work Opportunity Center	U		X					X	X	X	X	X	X	X	X	X	X
54	World of Work	RU			X		X		X	X	X	X	X	X	X	X	X	X

Project REDY (Phipps, 1970) developed family oriented programs for rurally isolated, low income persons in southern Illinois. Ft. Benton, Montana's Occupational Orientation Program (27) includes a target population of geographically isolated, though economically advantaged, school age individuals.

Mayo State Vocational School (19) in Paintsville, Kentucky is one of several such schools serving persons who reside in economically depressed Appalachia. Project HOME (15) in Orland, Maine is a nonprofit handcraft cooperative for 300 rurally isolated persons.

Incarcerated Individuals

There is probably no greater concentration of disadvantaged persons than among the inmates of correctional institutions. Frustration with the very conditions that make them disadvantaged has caused violation of society's laws. One example of a career program for this population is located at the Men's Correctional Center (20), South Windham, Maine.

An individualized remedial program was developed at the Draper Correction Center (1968) in Alabama.

Summary

Eudcationally, culturally and economically disadvantaged, dropouts and potential dropouts, geographically isolated and incarcerated individuals are representative target population classifications of groups served in career programs for the disadvantaged. Persons planning programs should carefully define the prime target population and build the program on the needs of that population. The planners should be concerned that the program design does not increase the isolation and separation of the target population.

PROGRAM DESCRIPTIONS

General Observations

Successful programs of career education for the disadvantaged have been built on the unique needs of the individual. It seems redundant to describe exemplary programs that way. Aren't all educational programs based on student needs? ----- NO!

Designing programs to meet the needs of those served is not as simple as it seems. No one program can be designed to meet the unique needs of all persons. Individual difference is an accepted psychological concept that seems to get lost when translated into educational programs. The programs described in this publication are as varied as the target populations. Each one shows a degree of success for the kinds of individuals for which the program was designed.

A look at a program for Ute Indians begun on their reservation in 1878 may illustrate how the needs of the target population be misinterpreted. Brown (1970) describes it in Bury My Heart at Wounded Knee:

> The beginning of the end of freedom upon their own reservation came in the spring of 1878, when a new agent reported for duty at White River . . .
>
> In his humorless and overbearing way, Muker set out systematically to destroy everything the Utes cherished, to make them over into his own image, as he believed he had been made in God's image. His first unpopular action was to move the agency fifteen miles down the White River, where there was a fine pastureland suitable for plowing. Here Muker planned to build a cooperative agrarian colony for Ute Indians, but he overlooked the fact that the Utes

> had long been using the area as a hunting ground and for pasturing their horses. The site he chose to build agency buildings on was a traditional racing strip where the Utes enjoyed their favorite sport of betting on pony races.

In order to overcome resistance to his program to meet their needs, Muker proposed a course of action:

> . . . first, take away the Utes' hundreds of ponies so that they could not roam and hunt, replace the ponies with a few draft horses for plowing and hauling, and then as soon as the Utes were thus forced to abandon the hunt and remain near the agency, he would issue no more rations to those who would not work.

Alternatives. In essence, exemplary programs provide an educational alternative to persons that have not made it in the mainstream of the system. Flexibility seems to be a key element in the design of programs. Conflict between the "system" and the alternative program is not unusual. Administrators who can allow innovation within the system and keep the various publics satisfied are rare individuals. There is a tendency to institutionalize flexibility or insist on an administrative structure within which the program must operate. It is a difficult task to design a flexible program that will fit within the traditional school rules and regulations.

Why is it that the educational system is so reluctant to adapt within rather than outside the school? Alternative education for public school dropouts continues to be more successful in separate facilities or non-school settings. The student needs to experience something other than the system that has already turned him off. The educators in mainstream programs seem to prefer to not be reminded that they did not succeed with some students.

Flexibility. The bulk of the manpower programs funded through the U.S. Department of Labor and the poverty legislation have developed outside the public school system. Flexibility is limited by legislative regulations and speci-

ficity of target population. Programs are segmented with different agencies responsible for recruitment, basic education, occupational training, supportive services and job placement. Coordination and continuity become a problem.

The manpower skills center as a part of the community college adds much flexibility. More components are readily available. Remedial services, counseling, and related instruction are a regular part of the community college offerings and can be drawn on as needed. The disadvantaged student learns to cope with the mainstream and acquires status while attending the college. From a career development point of view, the individual can build on the manpower program to acquire community college credentials and upgrade occupational options.

Flexibility in programs is as much a state of mind as an organizational structure. One test of program flexibility comes when the alternative program gets a new group of students with new needs and tries to apply last year's methods.

Psychological Elements. Much has been written about educating the whole person. Programs for the disadvantaged have no other real choice. The daily environment may present so much stress that there is little time, space or energy left for learning. Efforts to work with the whole person vary from remedial education programs that select out behavioral problems to residential schools that assume full responsibility to provide for all the individual's needs. The disadvantaged individual may need health services, food and housing, books, school supplies, tuition, fees, transportation plus legal and psychological counseling. Persons that serve the disadvantaged find themselves working with every public and private social welfare agency in the area--including the police.

The disadvantaged youngster is so overwhelmed with the problems of coping with his day to day environment that he lives in a constant atmosphere of crisis.

Some programs employ a full-time psychologist because personal counseling is so essential. Disadvantaged individuals are often so deprived in terms of mental health, academic capabilities, and economic resources that any attempt to bring order into their lives is extremely challenging. It is not unusual for the disadvantaged youngster to show little patience with answers to long range problems. He needs immediate solutions to his personal problems. If he does not get help he overreacts in all directions.

The life-styles or behavior patterns practiced by some of the disadvantaged usually stagger the middle class imagination. A possible situation is the young unwed or deserted mother who practices prostitution to get enough money to care for her children. Another problem involves the youth who runs away from home whenever conflicts arise there. Each target population has a unique life-style and value system that frequently differs from that of the staff. Accepting the individual as a worthwhile human being irrespective of unacceptable behavior is essential.

Employment holds the key to successful career programs for the disadvantaged. The sooner the student can be placed in a useful wage earning capacity, the sooner he will begin to believe that the world of work does exist for him. He needs the money; however, he may need the status, dignity, and image-building effect even more.

One of the more successful approaches is that of cooperative programs between industry and school which place the disadvantaged individual in paid work situations. The student gains needed additional income, acquires acceptable work attitudes by modeling regular employees, and develops occupational skills. The job supervisors quite often take a personal interest in such a student and provide additional help such as teaching the remedial arithmetic needed for the

student to keep the job or finding scholarship money for his further education.

The role modeling of workers on the job makes a contribution too often overlooked. The disadvantaged person has a limited view of work opportunities. There is limited association with skilled, well educated workers in an urban ghetto, in rural Appalachia, on an Indian reservation, or in a Mexican-American barrio. Mere discussion with a disadvantaged student about wide opportunities in the world of work may well be as much of an abstraction as talking to him about the great works in literature. Learning is based on experience and experiences with mainstream America have been, or are, limited for the disadvantaged population.

Program Components

Outreach and Recruitment. In general, outreach and recruitment efforts follow a pattern by target population served. The primary task of recruitment is to go where the action is. For example, basic remedial programs such as the VEA Communications Skills Center (49) have teachers in the school identify potential clients. Successful recruitment depends on the credibility of the program with teachers plus clients who feel the program has met or will meet their needs.

The Capitol Area Urban Center (4) in Troy, New York defines a target population by age group and locates a geographic concentration of potential clients from demographic data. The use of on-the-street recruiters and a sound truck have been successful techniques for recruiting participants. Peers have often been more successful in recruitment than professional staff members.

Several programs, including Project REDY (Phipps, 1970), have highlighted special problems in recruitment of the isolated rural poor. Local geography

tends to hide the rural poor from view in isolated areas accessible only by unpaved roads. For geographical reasons and because of close family ties, a clannish social structure may exist. Outsiders are regarded suspiciously and often not accepted by the residents. The indigenous nonprofessional is more likely to establish rapport with a potential client because he is familiar with the environment and can understand the attitudes and interests of the client. Project REDY identifies individuals in school from such families and uses that contact as an opening for working with the family.

Manpower skill centers, partially because of legislation or rules and regulations, rely on other agencies to refer clients. Reliance on referrals creates certain issues or conditions that must be considered. First, some agencies may be able to supply a given project with far more recruits than it is capable of absorbing, thus creating a pool of expectant clients whose problems are left unresolved. Second, obtaining recruits by other agency referral prevents the program from maintaining control over both the flow and characteristics of clients. When the program operates on class starting dates, new enrollees arrive or accumulate long before a new cycle is to begin. If the time between referral and enrollment is too long, the client is not likely to wait.

Characteristics of an effective recruitment strategy are:

1) It will be targeted upon an appropriate disadvantaged population of an identifiable age group.

2) The process is quick and simple and there is no reason to lack confidence in the receiving program.

3) The services provided by the educational program are highly relevant to the needs of the individuals.

Successful outreach efforts keep a balance between inflow, orientation, and capacity. Often it is so integrated into the ongoing operation that program di-

rectors do not recognize recruitment as a separate function.

Orientation. Directors of programs for the disadvantaged face not only the initial task of recruiting individuals, but they also must be capable of keeping participants active in the programs as they move through the various program phases. The first contact between the enrollee and the program can be critical in setting a climate that will result in good holding power and desirable outcomes. The difference in expectation between the enrollee who desires immediate employment or other results and administrators running a program from a testing-study-training orientation precipitates an early major strain between enrollee and staff.

Participation is easiest to stimulate in a program with selective recruitment. A number of in-school programs utilize self-selection by working only with volunteers. The Technology and Training (47) program selects trainees willing to relocate on completion of training, thus eliminating a potential placement problem. The Boston High School Work-Study Program (3) allows students to select themselves in or out by requiring adherence to preset standards of discipline, attendance, and achievement. In essence this type of selective recruitment presents the rewards and the costs to the enrollee who then weighs costs versus returns and makes a choice.

Programs with an open door policy take all who are within the target population criteria and attempt to motivate enrollees in a climate organized to insure success. Vocational Village (52), Project Motivation (35), the Minneapolis Work Opportunity Center (53), Beggs Educational Center (2), the Opportunities Industrialization Centers (29), and the Occupational Evaluation and Specialized Training Center (26) are essentially open door programs.

Several means are utilized to enhance holding power in the open door pro-

grams. The techniques can be applied to any program but are more critical for those that tend not to be highly selective in their enrollment policy. The following techniques seem well adapted to keeping all potential enrollees participating including those most likely to drop out:

1) Avoid delay between identification, intake and involvement.

2) Employ local people in neighborhood programs and culturally similar people at points where face-to-face contact is made with enrollees.

3) Make available monetary stipends or paid work experience to trainees as soon as practicable. One program director indicates that job placement precedes in-school training.

4) Multiply the role relationships between enrollees and staff so that relationships are not limited to the typical school-teacher-student role.

5) Provide contact between current enrollees who have experienced positive results and the new recruit. The Beggs Center (2) utilizes a current student as a guide to show each recruit through the program.

6) Postpone testing and study of trainees until they have been actively enrolled, rapport has been established, and the need for the testing can be understood by them.

Programs seem to be utilizing a social science perspective in recruitment and intake that could show additional results. Systematic attempts to study peer group relationships, cultural influences, building on the services of existing social agencies, and the use of social prestige factors to motivate enrollees could provide insights for program improvement.

Career Awareness and Exploration. Limited experience and a narrow perspective of the world of work tend to be characteristic of the disadvantaged. Limited information, poor decision-making skills, few marketable skills, and a lack of understanding of their own role in choosing alternative behavior or action are some of the factors that may inhibit the employability of the disadvantaged.

Career awareness and exploratory experiences should be designed to allieviate the developmental barrier. Just as broad based language experience can enhance the language development of the disadvantaged, broad career experience in the world of work can enhance the career development of the disadvantaged.

Career awareness begins very early, is followed by career exploration around junior high school age, and continues for various lengths of time. The Gloucester County Pre-Vocational Program (32) in Virginia concentrates on the disadvantaged in the lower grades. Observation in local businesses, a community involvement program, and cluster-type shop experiences are designed for the rural disadvantaged student. A program with similar objectives operates in Providence Forge, Virginia (39). Elements of the Northern New England Occupational Exploration Project (23) assist rural students in grades one to 12 to gain broader understanding of work.

The Pre-Vocational Assessment Laboratory (30) in Caldwell, Idaho concentrates on helping the disadvantaged ninth grader understand how his abilities relate to the requirements of various occupations. North Dakota State School for Science (31) brings high school students to the campus to spend five weeks of indepth exploration of a cluster of occupations.

Two components of the Career Education Grant Programs in Georgia (7) are planned for career exploration. The Program for Educational and Career Exploration (PECE) is the basic seventh grade component in the Georgia program. The eighth grade mini-vocational clusters in the same program guide the student through indepth exploration of four to six occupational clusters.

This survey of career programs for the disadvantaged does not cite any specific urban programs of occupational awareness and exploration with objectives similar to the rural programs. The culturally isolated ethnic groups and the

ghetto resident isolated from the mainstream of city activity benefit from exploration programs similar to those found in rural areas. Many of the urban disadvantaged have a rural background. Many of the major employers in urban centers have moved to the suburbs and do not exist in the experience of the inner-city disadvantaged.

Work placement is utilized in urban areas for persons over 16 partially as a means of exploration. BEEP in Philadelphia (1), the Education Center for Youth in Newark (12), and the Educational-Work Experience Program in Westminister, Maryland (13) are examples of urban work programs. The on-the-job experience gives the student a perspective of work as a meaningful part of life. In BEEP at Smith, Kline, and French Laboratories the student sees clerical, drafting, engineering, printing, maintenance, research and small animal care occupations. It has opened a new world of occupational opportunity for some disadvantaged youth.

Disadvantaged adults and older youth quite often have not adequately experienced the awareness and exploration stages of career development. Means need to be found to build activities and experiences into the program to assist them in this critical human developmental task. Such experiences need to be integrated into the total program and should not be set aside into a time-consuming, separate phase. Immediate employment experience can improve the self image and status of the individual and free him to accept the activities needed to accomplish the developmental tasks in career awareness and exploration.

Basic Education. The ability to read easily, figure confidently, and take tests well are essential ingredients in the acquisition of career and occupational skills and jobs. Target populations of programs for the disadvantaged are characteristically below the norm for reading, language, and arithmetic.

Some are so far behind that they have been written off as untrainable and unemployable by some groups but, hopefully, not by educators.

Basic education is defined in a variety of ways. In the regular school curriculum it is often thought of as the main curriculum of the first six grades. Basic education in the context of this discussion includes all education that attempts to teach reading, writing, language, computational, and related skills. It ranges from literary training for nonreaders and English as a second language to preparation for high school equivalency examinations and advanced job qualifying examinations. It includes similar education at the advanced levels to enable students to be seccessful in post secondary, community college, and technical curricula.

Basic education is that education that shows <u>why</u> you read as well as how. It shows what's in it for you if you learn to write. <u>Any</u> disadvantaged person will learn--given a reason for learning. Even "craps" takes math and social skills.

Virtually every program of career education for the disadvantaged identified in the preparation of this treatise includes some form of basic education. The largest single classification of prime target populations has been persons with academic disadvantagement. Many programs deal primarily with academic or basic education deficiencies. This situation may be, in some part, a result of the limitation in the vocational legislation on use of funds for the disadvantaged to those persons not able to profit from instruction in regular vocational programs. Basic educational deficiencies are easier to define and document. The program parameters are more easily drawn. The need is probably great enough to expend all available funds for this purpose without concern for any other more complex disadvantagement.

Programs planned for the academically disadvantaged include the VEA Communications Skill Center (49) in Stockton, the Crossover Project (9) at Milwaukee Area Technical College, Remedial Instruction (37) in the Honolulu Community College, and Operation Salvage (28) in York, Pennsylvania.

The Beggs (2) and Stanton (46) centers in Florida, Aims Community College (45), the Manpower Skills Center (18), of the Community College of Denver, the OIC (29) Centers, the Work Opportunity Center (53) in Minneapolis, the Capital Area Urban Center (4) in Troy and the Men's Correctional Center (20) in Maine are examples of programs that include a specialized basic education component as an essential part of the total program. Techniques generally include small classes, programmed materials, use of paraprofessionals, self pacing by the student, individualized instructional systems, and the use of staff with specific competencies in reading, language and computational remediation.

A strategy generally used is to integrate academic and occupational education. The academic portion tends to be perceived as more relevant to the disadvantaged individual when he sees it as work-related. The integrated concept is used to motivate the learner and get him "turned on." Academic curriculum materials may be built around occupational themes.

Implementation of the strategy can utilize team teaching. Pueblo, Colorado's JET (17) program is a school within a school that builds on the occupational interests of students. The Beggs (2) and Stanton (46) centers in Florida have academic teachers working directly with the occupational teachers to relate the two areas.

The CVAE programs in Texas (11) and Georgia (10) are built around the concept of coordinating vocational and academic instruction. Groups of students are assigned to a team of teachers for all instruction under the leadership of

a CVAE Coordinator.

The Northern New England Occupational Exploration Project (23) has each teacher involved in relating each academic area with the real world of work for both disadvantaged and other students. Examples include an English unit based around the operation of a supermarket, a science teacher who places students on one day assignments to observe workers, and a social science class project based on a local Christmas tree industry.

One of the process objectives of the Georgia Career Education Grants (7) is for each teacher to have one worker in the community speak to the class each month about his occupation and the subject being studied. The Vocational Industrial Project (50) in Kingston, New Hampshire utilizes interdisciplinary team teaching, field trips, and work study to make the curriculum and instruction more relevant for students with a history of failure.

The individual who acquires basic education tools will be at a competitive advantage in obtaining a job and in adjusting to changing market conditions. However, the student is most interested in immediate employment. Basic education should parallel the occupational skills and job placement efforts. It may be best used as a job upgrading technique. In any case, the need as perceived by the student is a key factor in successful programs.

Counseling. Any successful program for disadvantaged populations will be permeated with counseling activities. Every staff member will be dealing with behavioral change. One of the critical competencies for the staff is the ability to empathize and establish rapport with the students. Programs are often organized, located, or structured with behavioral change as the planned outcome. Team teaching, integrated instruction, individualized instruction, use of peers or ethnically identical staff, non-school locations, work experience, limited

use of testing, human relations training for teachers, occupational skills taught in languages other than English, and elimination of grading systems are some examples of activities that include some counseling concepts and may increase rapport with students.

Counseling can also be identified as the professional identity or job description of specific staff. Most programs include such staff. The primary exception are programs limited to basic education where counselors are already available as a part of the total staff.

One of the most complete counseling staffing patterns is included in the Beggs Educational Center (2). A staff of counselors works under the direction of a psychologist. Counselors visit the homes of prospective students prior to enrollment and during the school year. The local juvenile court has placed a counselor in the school. One or two social workers have been assigned to the school by social service agencies. The basic education resource center includes staff with the competencies needed for behavioral interventions.

The Work Opportunity Center (53) in Minneapolis has found that counselors can work effectively with groups in a teacher's classroom with the teacher working with the counselor.

The Career Education Grant (7) programs in Georgia include process objectives that involve the counselor. Some activities in the total program are the primary responsibility of the counselor. Others are designed to involve the counselor with other staff in the instructional program.

CVAE Coordinators (10) in Georgia attend an intensive summer preservice workshop jointly taught by vocational and counseling faculty at the university.

Supportive Services. "Educating the whole person" is a phrase often included in statements of educational philosophy. It simply is the way it is with

a program of career education for the disadvantaged. Problems of housing, financial support, legal services, health care, transportation, psychotherapy, recreation, babysitting, cultural enrichment and image building must be dealt with, often before any other part of the program can function.

Residential facilities are provided to solve problems of rural geography, to provide for the homeless or marginally housed, and those in correctional institutions. Examples include Mayo State Vocational-Technical School (19) in Paintsville, Kentucky--a rural area; Residential Manpower Center (38) in Portland, Oregon--for the marginally housed; and Men's Correctional Center (20) in Windham, Maine.

Financial support is provided in a number of programs by use of stipends, federal workstudy, work experience, cooperative job placement, scholarships, welfare agencies, and in some cases, job placement prior to the beginning of the training program.

The degree to which a program must deal with supportive services will depend on the target population and the commitment to meet the needs of that population. In several programs counselors find themselves in court assisting students. In one program--not a residential situation--the teacher is expected to be responsible for his students 24 hours a day. More and more programs are treating the whole person with commitment and success.

Occupational Skills. A marketable skill that can enhance employability is an essential part of any comprehensive program of career education. Programs planned for disadvantaged populations are often built around the occupational skill. The promise of a job and the dignity and financial independence that go with it are powerful motivations for the disadvantaged.

Successful occupational skill training compenents for the disadvantaged

are characterized by instructional strategies based on the concept that the student can learn. The more traditional concept is that the curricula should be vigorous enough to assure that only "desirable" employees will complete the instruction and be available to employers for placement.

Teachers of the mentally retarded tend to operate on the premise that the teacher must teach on a level and with strategies so that the student can learn. If the student does not learn, the teaching level or strategy must be altered. This concept is now permeating occupational skill instruction in disadvantaged career education programs.

Some techniques utilized by programs reviewed included training by business on job sites in Philadelphia's BEEP (1), the Education Center for Youth (12), SPACE in New Haven (44), and CVAE in Georgia (10); individualized job sheets at Vocational Village (52) and the Work Opportunity Center (53); behavioral objective based curriculum in the Beggs (2) and Stanton career centers (46); clusters of occupations in the Georgia Career Education Grant programs (7); the sheltered workshop approach in Billings, Montana (26); Learning Achievement Packages used at Project Motivation in Pasco, Washington (35); the community as a classroom in the Urban League of Boston program (5); and integration into the status and prestige of regular programs for MDT students in the Manpower Skills Center (18).

Placement. With the sale of marketable skills in the real world of work being the payoff of career education for the disadvantaged, job placement should be an active component of the program. With some notable exceptions, this was not the case in the majority of K-12 programs reviewed. In-school programs seem slow in accepting full responsibility for job placement. The manpower programs tend to depend on the U.S. Employment Service. In fact, by law, the placement function of many Department of Labor programs must be accomplished by the U.S.

Employment Service.

Placement does occur with work study and cooperative work experience programs. NYC places students on the NYC job. Placement for work experience sometimes develops into full-time employment.

Programs that include viable job placement include the Opportunities Industrialization Centers (29), the Capital Area Urban Center (4), and the Manpower Skills Center (18) of the Community College of Denver.

The Occupational Evaluation and Specialized Training Center (26) in Billings utilizes sheltered workshop concepts that move the student toward actual jobs as the needed competencies, attitudes and work habits are developed.

The Technology and Training (TAT) (47) program in Oakridge, Tennessee recruits trainees for programs where jobs have been identified. In some cases, the trainee is hired by a company, then sent to TAT to acquire the occupational skills. Such an approach has much built in motivation.

The disadvantaged need more than initial employment at entry level. They need a means of upgrading and promotion along a career lattice. This is part of the essence of a comprehensive career education program. Job coaching and job development are needed for many target populations. Ferman (1967) describes such activities in Operation Retrieval.

Follow Up and Follow Through. Few programs maintain major responsibility for the student after initial job entry. Follow up of students, for the most part, is sporadic and for purposes of evaluation only. Close contact after placement can insure job longevity by assisting the student with the transition. Close contact can keep the student aware of additional training and job ladders for promotion.

One advantage of the Manpower Skills Center (18) is that students tend to

continue their education in the college after completion of the MDT program and initial job placement.

Schools seem to be limited in the kinds of activities that can be funded after initial job placement. One possibility that would overcome the deficiency would be coordination of programs conducted by K-12 systems and those of a post secondary and adult nature.

Summary. No one program reviewed contained all the components of a comprehensive career education program for the disadvantaged. Such an approach is needed. The total program would encompass a population from early childhood throughout adulthood. Needed components would include, at a minimum, those discussed in this program description; namely, Outreach and Recruitment, Orientation, Career Awareness, Career Exploration, Basic Education, Counseling, Supportive Services, Occupational Skills, Job Placement, and Follow Up and Follow Through.

Program Evaluation

Evaluation of programs in this study varied from sophisticated designs conducted by outside agencies to informal systems. A variety of unobtrusive measures were reviewed including attendance, discipline referrals, contact with the police, student retention, and success in regular programs after completing remedial components.

As one would expect, the rate of job placement, length of retention of the job, wages earned, and job promotion figured prominently in evaluation. The more occupational skills included and the older the target population, in general, the more emphasis was given to entry job placement evaluation.

Use of standardized tests of achievement, specialized standardized tests

for reading, language, and mathematics, and commercial attitude and personality tests is not uncommon. Programs operating under pilot or experimental funding tend to use more testing in evaluation.

A few programs developed both achievement and attitude scales for special uses. The achievement of behavioral objectives formed the evaluation base in some cases.

The Georgia Career Education Grants (7) were written around program process and program product objectives. Evaluation was based on the quantitative data called for in proposals, reports to the state on product outcomes, and on-site visitation of each program by an evaluation team. Continued funding and incentive monies were dependent on the evaluation data. The total accountability system was under the direction of the University of Georgia as an outside audit agency.

The Beggs (2) and Stanton (46) centers in Florida, the Aims Community College's Special Needs (45), Project Motivation (35), and the Individualized Manpower Training System (16) are examples of other programs utilizing outside evaluation.

The concept of ongoing evaluation as a data source for decision-making is not commonly utilized in the programs reviewed. Evaluation measures designed to quantify progress toward attainment of program objectives could assist program managers.

Most evaluation centered around the enrollees and behavioral changes, achievement, or job placement of those enrollees. Penetration of and service to the originally defined target population did not normally receive evaluation emphasis.

Funding

Funds for career education programs for the disadvantaged come from many sources. Several administrators combine sources to offer a more comprehensive program. Examples of sources include specialized funds under the 1968 Amendments to the Vocational Education Act of 1963, Manpower Development Training Act, ESEA Titles, and Office of Economic Opportunity Legislation. Part B vocational funds were sometimes used. Regional development money was used in some cases. Special state funding and general education state monies were used separately and in combination. Local districts supported special programs extensively.

Program costs and the need for special funding sources were not uniform. In one case an alternative school for dropouts and potential dropouts operated on a per pupil expenditure equal to the per pupil expenditure of the total district.

PROGRAM STRENGTHS AND LIMITATIONS

Summarizing the strengths and limitations of over 50 career education programs for the disadvantaged would be difficult under any circumstances. The programs reviewed in this publication were selected to represent a wide variety of target populations and differing approaches by a number of agencies. By necessity, this summary is full of broad generalizations and the subjective judgements and impressions of the author. The reader is free to make his own judgments.

Program Strengths

Dedication and commitment of the individuals who staff the programs stand out as a nearly universal strength. The commitment came through in conversations with administrators, counselors, teachers and various other specialists. The individuals, at all levels, who work with the disadvantaged are willing to make sacrifices and take risks to serve the needs of the groups left out of the mainstream of affluent American life.

A second strength is the willingness of the staff to accept, empathize with, and attempt to understand the individuals in the target populations. Disadvantaged persons are accepted as worthwhile, as individuals, as having potential, as educable, as having a right to move into the mainstream under their own conditions. The subcultures of the target populations are regarded as acceptable and worthy of maintainence. There appears to be no attempt to set the price of

entering the mainstream as completely giving up the present culture.

By and large, programs suffer from too little structure or system. In an effort to remain flexible and avoid the rigidity of more traditional programs, administrators opt for minimum structure. Many times the process of education in traditional settings is not sufficiently structured for the disadvantaged. It is the structure of rules that govern hair, dress, language, hours--a reflection of middle class values--that the disadvantaged can do without.

The variety of programs and approaches to meeting the needs of diverse target populations is a third strength. The individuals who comprise the groups tagged as "disadvantaged" are so diverse as to almost defy definition or classification. A number of approaches and differing programs would be expected if they are, and most are, based on student need.

A fourth strength is based on the success stories collected along with the information about programs. Many disadvantaged individuals are no longer disadvantaged or much less disadvantaged because these programs exist. It may be true that the disadvantaged will always be with us. Or that someone will always be below the norm. It need not always be the same individual or under all circumstances.

A willingness to take risks, try new ideas, and confront the "establishment" is also regarded as a strength. The old methods have not worked. An element of risk is always part of the price of trying new ideas or being innovative.

Limitations of Programs

By and large, the programs reviewed were not comprehensive enough to be described as career education. Each program contains exemplary components but is missing other essentials. High school programs seldom accept the responsi-

bility for job placement. Follow up and follow through, job development, and job coaching are in early stages of programming. Emphasis is on remediation or entry jobs rather than a long term plan of career development. More cooperation and coordination between educational levels and agencies may be a solution. Easier exit and entry would help. In the career education concept, education is never terminal. More imagination and innovations by planners would help.

The year by year transitory nature of funding and planning limits programming. One program cited has been on annual grants for 20 years! The problems of the disadvantaged will not be solved in the next funding year. Long range funding and long range planning have a way of going together.

Individuals who are willing and able to plan innovative programs that break precendent are rare. On the other hand, it may be that means of funding such programs are also rare. The programs reviewed in this study exhibit a similarity by region or geographical section of the country. Administrators talked about other programs across the country but planned programs like those close to home. In only a few cases did schools borrow ideas from programs funded by other agencies. Funding sources and regulations rather than needs of target populations seem to be the parameters of programs.

Identifying and selecting competent staff that can establish rapport with disadvantaged posed a problem. Administrators find themselves faced with the choice of selecting staff whose strength is that it can relate to the target population or a staff whose strength is completion of formal training in the competencies of teaching. One administrator stated he had not found a single individual graduated from a college teacher education program that could relate to the students in his program for the disadvantaged. If the teacher does not relate to the students, he cannot motivate them. They turn such a teacher off

and out. Teacher educators have not fully recognized the problem and accepted responsibility for developing the much needed instructional staff.

Research is generally not a part of programming. Therefore, answers to perplexing problems are not found. Research is needed in this area on such questions as needed teaching competencies, diagnosis of individual learning problems, motivation, why the traditional system turns off so many, relationship of affective and cognitive learning, alternative methods of teaching basic academic skills, and the necessity of adapting curriculum materials to the culturally different.

Evaluation is limited and almost always done only to satisfy requirements of the funding agency. Evaluation should be an integral part of programming to provide feedback for decision-makers. Without valid data from evaluation designs, programs may change more than improve.

The Challenge

Much programming progress has been made with money and commitment of a few risk-taking administrators. Much more can be done when the establishment recognizes that individual differences require alternative avenues within their educational system.

Any system favors someone: if you're tall, play basketball; swift, run track; huge and agile, play football. When we realize that the question is not favoritism but who fits the needs of each system, we can plan and fund more efficient career education programs for the disadvantaged--those whom the system has not favored.

APPENDIX

LOCATION, CONTACT AND DESCRIPTIONS OF EXEMPLARY CAREER EDUCATION PROGRAMS FOR THE DISADVANTAGED

1. Business Experience Education Program (BEEP), Philadelphia

Contact: Mr. Ron Stewart
BEEP Administration
Smith, Kline, and French Lab.
1500 Spring Garden Street
Philadelphia, PA 19130
Phone: 215-564-2400
or
Mr. Al Rosen
Supervisor of Work School Programs
Philadelphia, PA
Phone: 215-229-1953

The main objective is to provide disadvantaged high school youth with meaningful part-time employment to prevent dropouts and to demonstrate equal employment opportunities through daily experience. The personal interest in each student by company personnel and supervisions is a key to the program. Twelve companies are involved in the program.

2. Beggs Educational Center

Contact: Mr. Don Treadwell
Beggs Educational Center
Escambia School Board
Pensacola, FL 32503
Phone: 904-434-2351

The Center operates a vocationally oriented school for dropouts and potential dropouts in grades 7-12. Students stay at Beggs until graduation. Home visits, strong counseling, close working relationships with agencies in the community, integrated academic and vocational instruction, and remedial instruction characterize the program. Evaluation includes attendance, attitude, achievement, and follow-up.

3. Boston High School
Work-Study Program

Contact: Mr. Joseph Ippolito
Boston High School
332 Newbury Street
Boston, MA 02115
Phone: 617-262-7424

This program includes an extensive work experience component. Students work full-time during the summer months and at least half-time while taking a traditional academic program. Classroom instruction may not relate directly to the work experience. Employers agree to dismiss any student who drops out of the highly disciplined classroom phase of the program. Students are placed in small classes with carefully recruited teachers who are empathetic to student needs. A traditional diploma is a prime goal.

4. Capital Area Urban Center

Contact: Mr. Abraham Bolgatz
Urban Center
S.U.N.Y.
Washington and Front Streets
Troy, NY 12180
Phone: 518-273-1900

The Urban Center recruits unemployed and underemployed youth 18-25, mostly black from low income sections in Troy. On-the-street recruiting in the target area has been successful. The program includes basic education, occupational exploration, job skills, on-the-job training, placement, and supportive services including health services. A board of directors is selected from the community and each program is advised by industry. The welding, machine trades, college preparatory, and college adaptor programs are exemplary. Similar centers are located in Rochester, Brooklyn, Manhattan, Erie, and Syracuse. Funds are provided by the state.

5. Career Development Project,
Urban League of Boston

Contact: Mr. Carrol McCloud
559 Dudley Street
Dorchester, MA 02125
Phone: 617-445-8340

This exemplary project was built around the concept that the community is a classroom. Students earn traditional high school diplomas by "contracting" to acquire the required competencies through student selected learning activities within the community. A classroom component of the program emphasizes questions such as: "Who am I?" "Where is my community?" "Where am I going?" "Where do I go for answers?" Teachers assist the student in preparing the learning contract, making progress checks, and evaluating the learning. Resource persons within the community do much of the teaching.

6. Career Education

Contact: Ms. Judith G. Harlan
State Department of Education
Rutledge Building
Columbia, SC 29201
Phone: 803-758-2358

The Career Education project is a pilot program for grades 1-12 in the Livington County School District to develop a program for statewide implementation. Goals include to demonstrate and measure effectiveness of Career Education with regard to achievement of stated objectives and to develop an informational handbook and audio-visual supplement for utilization by other schools in establishing a workable career education program. Population is not limited to, but includes, the disadvantaged.

7. Career Education Grants

Contact: Division of Vocational Education
State Department of Education
Atlanta, GA
Phone: 404-656-2556

Statewide, 54 schools have received grants to implement a grade 7-12 curriculum in which disadvantaged can be successful. A career development curriculum, pre-service and in-service teacher education, a set of process and product objectives, integrated academic and vocational instruction, and periodic evaluation are designed to insure student success. The programs have been successful in reducing dropout rates and improving attendance. Programs are evaluated by an outside agency with funding dependent on the outcome of the accountability system.

8. Community College Programs, New York

Contact: Dr. Lester Brailey
Office of Administrative Services
101 West 31st Street
New York, NY 10001
Phone: 212-790-4647

The community colleges in New York have an open admissions policy, but enrollment in some programs is limited.

Staten Island Community College and Manhatton Community College both offer a 15-week program called "Community Scholars." The work prepares the student for GED tests, but some take it to "brush up" prior to starting college.

Staten Island Community College offers a program called the "Arthur Kill Drug Rehabilitation." Inmates in a drug rehabilitation facility attend classes in psychology and communication skills. Students who are success-

ful may matriculate and be released during school hours to take other courses on the campus. Inmates are not singled out from other students in any way.

Hostos Community College uses only module-type instruction. The student may start his program at any quarter or mid-quarter and complete his program at any time.

9. Crossover Project

Contact: Mr. Aldo Bertolas
Milwaukee Area Technical College
VTAE District #9
1015 North 6th Street
Milwaukee, WI 53206

The objective of the program is to assist disadvantaged students with potential who are not yet ready for regular post secondary areas. Exemplary components include the dedication of the teachers who volunteer for the program and the follow-up of students. Teacher in-service includes sensitivity work. Support services include tutors, counselor, and psychologists. Evaluation is based on performance of students in subsequent programs in which they enroll.

10. Coordinated Vocational Academic Education (CVAE)

Contact: Division of Vocational Education
State Department of Education
Atlanta, GA
Phone: 404-656-2556

CVAE is a statewide program in 120 schools and serves grades 7-12. Objectives are to reduce dropouts, decrease absenteeism, improve motivation and self concept and provide a more practical and relevant curriculum. Cooperative work experience, use of community resource people, use of health agencies, vocational rehabilitation, NYC and other agencies, contribute to program success. Team teaching techniques are used. New CVAE coordinators attend a summer workshop and enroll for intern credit during the first year of teaching. The pre-service is a joint vocational education-counseling education experience. A set of manuals and teaching materials have been developed. A youth organization has been organized for CVAE students.

11. Coordinated Vocational Academic Education (CVAE)

Contact: Ms. Ruth M. Smith
Texas Education Agency
201 East Eleventh Street
Austin, TX
Phone: 512-475-3818

CVAE is a statewide program that serves 3,732 students in grades 7-12. Objectives are to provide students with vocational education preparing them for gainful employment in jobs requiring semi-skilled knowledge and training; to prepare students, when feasible, for entering into regular high school programs; and to provide students with an academic curriculum that departs from traditional contact and methods of teaching at a level where the student can succeed. A set of manuals and curriculum materials have been developed for the program.

12. Education Center for Youth, Newark, New Jersey

Contact: Senior Community Relations Consultant
Prudential Insurance Company of America
Prudential Plaza
Newark, NJ 07101
Phone: 201-336-4239

The Newark Board of Education, the participating industries, and the departments of education and labor have demonstrated that unemployed, out-of-school youth can be recaptured for the mutual benefit of the community and the youth. Two students share one job. While one is working, the other is in school. They change places each week. The Center serves 100 youth. Prudential is involved in a wide variety of other educational programs.

13. Educational-Work Experience Program

Contact: Ms. Jewell H. Makolin
Pupil Personnel Worker with Supervisory Responsibilities in Special Education
Carrol County Board of Education
Westminister, MD 21157
Phone: 301-876-2208

The purpose of this program is to provide mentally retarded and disadvantaged youth with work experience as an intergated part of their high school program under close school supervision. The work experience is part of an overall career development program beginning with the student's entry into the special program at the elementary level.

14. Evening Drop-out School

Contact: Mr. William Lundell
807 N.E. Broadway
Minneapolis, MN 55413
Phone: 612-348-6060

The Evening Drop-out School reenrolls dropouts in the evening program and coordinates the students' work in the community during the day. The program is conducted in cooperation with business and industry. Students work full time. Sixty students in the grades 11 and 12 participate. Instruction includes cooperative education, occupational guidance, placement, follow-up and requires academics for graduation from high school.

15. Homemakers Organized for More Employment (HOME)

Contact: Sister Lucy Pauline
Monastery Hermitage
Orland, ME 04472
Phone: 207-469-3456

HOME is a non-profit handcraft cooperative established to supplement the low or fixed incomes of more than 300 rural people. Through competitive retailing, HOME markets members' handcrafts, returning 75 percent to the craftsman. Some members are employed as instructors. Classes have been held in sewing, leather work, and making pine-cone wreaths. Future classes planned include chain caning, ceramics, candle making, reading and oral and written communications.

16. Individualized Manpower Training System (IMT)

Contact: Ms. Donna Seay
Technical Education Research Center
Montgomery, AL

The IMT System is a model program designed to instruct staff in the selection and application of remedial instructional materials to meet individual trainee needs. Task analysis techniques were used to define staff positions and develop training materials. The system utilizes Individually Prescribed Instruction (IPI) as a component. Staff learns to orient the student, diagnose, prescribe, manage and evaluate. Pilot sites include post secondary vocational-technical schools.

17. Joint Effort Training Program (JET)

Contact: Mr. Curt Phillips, Director
Industrial-Vocational Education
Pueblo Public Schools
Administration Building - 102 West Orman
Pueblo, CO 81005

The Occupational Training Program (now JET) is a school within a school that builds on the occupational interests of the student. Target popula-

tion is the dropout prone in grades 7,8, and 9 identified for the high school program. Instruction is individualized and all subjects are integrated. This is one successful program that serves potential dropouts within the school setting rather than setting up a school at a separate site.

18. Manpower Skills Center
Community College of
Denver

Contact: Mr. Tony Calabro
Community College of Denver
1009 Grant Street
Denver, CO
Phone: 303-892-3494

The Manpower Skills Center is an integrated administrative structure within the community college. Students are referred by the employment services and training is accomplished by the college. Enrollees are treated as part of the student body with access to all services and activities. The full range of over 70 occupational programs are open to enrollees. Basic education, counseling, and tutoring are supplied. Enrollees receive college credit. Integration of enrollees into the mainstream and the range of available programs are unique features.

19. Mayo State Vocational-Technical School

Contact: Mr. George L. Ramey
Mayo State Vocational-Technical School
Paintsville, KY
Phone: 606-789-5321

The Mayo State Vocational-Technical School serves an area of Applachia in Eastern Kentucky. Programs include High School Extension Centers, Post Secondary Center, MDTA, and evening classes. Vocational education for the area is administratively coordinated. The special programs include individualized instruction for English, mathematics, reading, and science as related to the occupational area. Evaluation is based on student performance in shop classes after participation in the remedial program. The school recommends an orientation or exploratory period prior to enrollment in a specific occupational program.

20. Men's Correctional Center

Contact: Mr. Hamilton Grant
Men's Correctional Center
119 Mallison Street
South Windham, ME 04082
Phone: 207-892-6716

Prisoners at the institution are teenagers and young adults from 16 to 26. The missions of the vocational program are to provide an occupational skill

in work which will be available; to develop the desire to secure legimate employment; and to return persons to society whose skills can contribute to the community. Vocational training is provided in automotive, welding, building trades, graphic arts and electric wiring. A high school equivalency program is offered.

21. Mobile Training Units

Contact: Mr. John R. Wyllie, Director
Bureau of Special Needs and Cooperative Education
Division of Vocational Education
Trenton, NJ
Phone: 609-292-6563

A fleet of 10 mobile units serve disadvantaged and handicapped students plus migrants and penal institutions. Phase I emphasis is on work rather than occupational skills and includes two evaluation units, an assembly line unit, and an office task unit. Phase II units are used to provide occupational skills in four to six weeks and include graphics, key punch, plastic extrusion, auto tuneup and small engines. Target population includes students who are not succeeding in a regular program. Trailers are used in rural and urban settings and for migrants.

22. New Horizons

Contact: Mr. Ronald Sallade
Hyatt Junior High
Des Moines, IA
Phone: 515-265-6127

The New Horizons program provides four hours of "in-school" instruction geared to meet the individual needs of students combined with three hours per day of work exploration in various work settings within the community. The program includes extensive evaluation of learning outcomes using standardized tests, attendance records, ratings by teachers and employers. . . writing and reading tests. A variety of local, state and federal funds are utilized.

23. The Northern New England Occupational Exploration Project

Contact: Mr. Neal Wiggin, Director
Criket Knoll
Antrim, NH 03440
Phone: 603-588 2469

The Occupational Exploration Project involves three pilot schools in each of the states of Vermont, New Hampshire and Maine. All pilot schools are rural. A wide variety of activities and approaches are being used to involve all teachers and staff K-12 in the project. Community involvement

is extensive. Curriculum is oriented to student activity and participation. Sponsoring agencies are the New England Regional Commission and the New England Resource Center for Occupational Education.

24. Neighborhood Youth Corps (NYC)

Contact: Mr. James C. Banner, Director
Neighborhood Youth Corps
School District of Philadelphia
Division of Vocational Education
2600 North Broad Street
Philadelphia, PA 19132

The NYC program operates within the school setting under supervision of the Division of Vocational Education to integrate work experience with in-school programs. The purpose is to provide income, increase employability and strengthen motivation toward school. Over 4,000 students benefit.

25. Occupational Emphasis Program

Contact: Mr. William Wilhelm, Supervisor
Special Vocational Programs
Memphis City Schools
2597 Avery Avenue
Memphis, TN 38112

The Occupational Emphasis Program was established as a means of giving new direction to the ever-growing problem of dropouts from the regular school program. Potential dropouts are involved in a new center based on new concepts for teaching occupational skills, basic educational skills, acceptable attitudes and personal attainment of confidence and self-respect. Each student receives three hours of basic remedial education as related to their vocational area. Students are recommended to the selection committee by high school counselors.

26. Occupational Evaluation and Specialized Training

Contact: Mr. William Beck
3615 Montana Avenue
Billings, MT 59102
Phone: 406-245-6319

The overall objective of the Billings Vocational Evaluation and Specialized Training Center is to provide vocational and occupational assessment of work related behaviors and to provide specialized training for the individual. Real work and simulated job tasks are used to build work behaviors and develop occupational choice. Skill training is limited. Job placement is available. The program accepts referrals from the employment service, welfare, vocational rehabilitation, industrial accident, and social security disability. Others not expected to succeed in a regular vocational

program are also selected. There are no failures. The age group served is secondary school through adult.

27. Occupational Orientation Program

Contact: Mr. John Lepley
Ft. Benton High School District #1
Ft. Benton, MT 59442

The program serves about 800 in grades K-12 in an isolated rural area characterized by large sheep and cattle ranchers. Objectives are (1) to give each individual the opportunity to explore and develop social, emotional and vocational interests and (2) to give students more relevant occupational information for decision-making. Curriculum materials are being collected and developed as one phase.

28. Operation Salvage (Common Learnings Program for Disadvantaged Students)

Contact: Mr. Theodore Sheckart
Director of Pupil Services
York County Vocational-Technical School
2179 South Queen Street
York, PA 17400

The program is designed to reduce academic failures, frustrations, and school withdrawals. Students are assigned to one academic CORE teacher who is responsible for their complete academic program in a self-contained classroom. Two weeks are spent in common learnings, and then two weeks in their chosen shop area. The program has been successful in attracting and holding students. It has been cited as one of the top programs for the disadvantaged in Pennsylvania.

29. Opportunity Industrialization Center (OIC)

Contact: Executive Director
1225 North Broad Street
Philadelphia, PA 19122
Phone: 215-236-5400

The original OIC in Philadelphia is one of 60 such centers operating in various cities throughout the country. It is a comprehensive manpower development and training project for the most chronically unemployed. It is based on a self-help concept and makes maximum use of indigenous peer program involvement. Elements include recruitment, orientation, basic education, counseling, skills training, job development, and follow-up. Cooperative relationships are developed with industry, employment service and public education.

30. Pre-Vocational Assessment Laboratory (PAL)

Contact: Mr. Darrel Diede
Jefferson Junior High
12th and Dearborn
Caldwell, ID
Phone: 208-459-4240

PAL is a ninth grade program to prevent dropouts by assisting students to realistically assess their abilities and work. Disadvantaged students are acquainted with a variety of work stations. Selection is accomplished by the counselor, using tests, identifying those below age mates in academic achievement and by identifying those not succeeding in the regular program. An advisory council of businessmen is utilized.

31. Pre-Vocational Institute on Career Development

Contact: Mr. Richard Hauck
North Dakota State School for Science
Wahpeton, ND 58075
Phone: 701-642-6671

The State Board of Education contracted with the North Dakota State School of Science to conduct two five week sessions of the Pre-Vocational Institute on Career Development. The Institute is open to high school students statewide. About 200 attend each summer. Five areas are explored. Objectives are to broaden the students background in occupational areas relative to the work involved, the skills necessary, and the educational avenues available.

32. Pre-Vocational Program

Contact: Mr. Elvin H. Adams, Jr.
Gloucester County Public Schools
Gloucester, VA 23061
Phone: 703-693-2802

The Gloucester County Pre-Vocational Program for Intermediate School Students is a new approach to meeting educational needs of disadvantaged rural students. Occupational information relevant to disadvantaged students is provided. Local businesses opened their doors for full-time observation of the actual operations. Five one hour blocks of cluster type shop classes and two hours per day in a community involvement program are major parts of the instruction.

33. Project CAREER

Contact: Dr. Cliff Easton
Project CAREER
123 North Main Street
Randolph, MA 02368

The primary mission of Project CAREER is to develop a process which will facilitate, at the secondary school level, the learning of marketable skills, knowledges and attitudes required in selected, new and emerging occupations. Within the process and product of this effort lies the nucleus of an expanded career development program. This expanded program could serve the needs of the disadvantaged. The word CAREER is an acronym for Computer Assisted Research for Educational Relevance.

34. Project Careers

Contact: Mr. James Hill
Juneau Douglas High School
Juneau, AK 99801

The program is open to anyone who has dropped from regular secondary school and those who are not achieving and with approval of regular secondary to transfer. Students are treated as adults having the freedom to make decisions. Constant supervision and guidance is available. This alternative program serves 140 individuals in grades 9-12. Students utilize the UNIPAC system of individualized study. Local businesses and Model Cities cooperate.

35. Project Motivation

Contact: Mr. George Passe
Wheeler School
Pasco School District
1004 North Mead
Pasco, WA 99301
Phone: 509-547-7775

Project Motivation is a dropout prevention program operated as a separate high school for an urban-rural racially integrated, disadvantaged population. Instruction is individualized using Learning Achievement Packages; most work half days for pay and credit; teachers contract with students for instructional units; it includes a course on "How to Find and Keep a Job"; it cooperates with NYC, City, Community Action, and Hospital District; and it strives to provide a climate for learning opposite of traditional school setting.

36. Project Succeed

Contact: Mr. George O. Smith, Jr.
State Department of Education
Room 915, Rutledge Office Building
Columbia, SC 29201
Phone: 803-758-3696

Project Succeed is a statewide high school program. It is designed to provide a four year coordinated general and vocational education program for those underachieving potential dropouts with learning potential by ap-

proaching them on the level of their abilities that will insure success. Cooperative relationship between school and prospective employers is a necessity. Teacher guides and student materials have been prepared by state consultants. Summer workshops are required for teachers and counselors with weekly in-service meetings recommended. Relevant materials and techniques designed for maximum chance of success combined with an excellent opportunity for graduation and job placement provide motivation for students.

37. Remedial Instruction

Contact: Ms. Gloria Hooper
Honolulu Community College
874 Dillingham Boulevard
Honolulu, HI 69817
Phone: 808-847-2161

The Remedial Instruction in Basic Composition and Reading/Study skills for low-achieving students program is designed to increase the holding power of vocational-technical programs in the community college. The program develops reading vocabulary, comprehension and rate, and develops specific and general study skills.

38. Residential Manpower Center

Contact: Director
Residential Manpower Center
Portland Public Schools
Portland, OR

The Residential Manpower Center operates a comprehensive program for out-of-school and out-of-work youth in the 16-22 age group. It is unique as a coed residential center. It operates on a maximum benefits concept that programs each student to best utilize his time and effort to produce maximum performance upgrading. The residential concept accomodates the youth not having appropriate living situations. It includes meaningful use of leisure time, counseling, and parental type love and understanding. Instruction is individualized using Ken Cook Company Mark IX Trainers and Personalized Education Program (PEP). Evaluative criteria is the same as the Job Corps. It is unique to find the public schools administering this type of program.

39. Rural Industrial Education

Contact: Mr. H. Kenneth Brown, Sr.
New Kent County Public Schools
Providence Forge, VA 23140
Phone: 703-966-2207

Industrial Education for children in Rural Schools is a program to provide career exploration and relevant education for disadvantaged youth in grades 8 and 9. Students are selected by counselors, principals, teachers and the program coordinator. Hands on experiences are used to motivate students. In-service for teachers is included.

40. Sequential Approach to Vocational Education (SAVE)

Contact: Mr. Max K. Johnson
Washoe County School District
395 Booth Street
Reno, NV 89502

SAVE is a district-wide K-adult career education program that serves disadvantaged individuals as a part of the total school population involved in the program. It is not designed specifically for the disadvantaged. Health occupations received developmental emphasis at the secondary level. Efforts at the post secondary level include enabling those with socioeconomic handicaps to participate more fully.

41. Special Academic Vocational Education (SAVE)

Contact: Mr. Jerry Strauss
Anchorage Borough School District
Anchorage, AK 99503

SAVE serves 140 students in grades 9-12 in an alternative program for anyone who has dropped from regular secondary school. Instruction is individualized. Instruction components include career exploration, career preparation, English, mathematics, and social studies. Students attend from 15-20 hours per week depending on individual need.

42. School Leavers

Contact: Dr. Gerald Bober
Chicago Board of Education
228 North LaSalle Street
Chicago, IL 60601
Phone: 312-641-4141

School Leavers: The school leavers program provides a relaxed learning environment in a community setting for students who have been out of school for at least 60 days. Cooperative education provides an opportunity for the student to obtain a job which may lead to full-time employment. An extensive testing program is used to determine the student's needs, and remedial instruction is provided in subjects such as reading and consumer education.

The Chicago Board of Education also sponsors the Cooperative Office Program (COP). COP integrates potential dropouts into the regular academic program in English and Social Studies. Students also participate in a cooperative work experience and take related classes in clerical office procedures, business mathematics, typewriting, clerical bookkeeping, salesmanship, machine calculating, and marketing. Students are identified as possible participants in the program during the spring of their eighth grade year.

43. School Without Walls

Contact: Mr. Harold Berryhill
Newton Community School
Newton, IA 50208
Phone: 515-792-8604

Educational opportunities are expanded by utilizing various community resources to permit students to explore occupations in career areas in aviation, auto, agriculture, communications, education, correctional institutions, manufacturing, religion, and others. Small groups or individuals are matched with sponsors who can offer experiences the student is seeking. Facilities of the cooperating agencies are utilized as well as local, state and federal funds.

44. School Program and Career Education (SPACE)

Contact: Mr. Isadore Wexler
Career Guidance
New Haven Public Schools
1 State Street
New Haven, CT 06501

SPACE is a school-business program in which companies have two high school seniors on the same job with positions reversing each two weeks. Employers provide solid training experience while schools offer course work, counseling, guidance, and health services. A regular pay check and the adult role as an employee motivate students. The Southern New England Telephone Company received the American Vocational Association Award of Merit for 1971 for its part in this work study program.

45. Special Needs Division Community College

Contact: Mr. Robert Rangel
Community College
Greeley, CO
Phone: 303-353-8008

The Special Needs Division of the Community College operates a comprehensive career education program for rural disadvantaged with emphasis on the Mexican-American population. In cooperation with local schools, programs operate from grade 1 through adult. Programs are based on local need. Extensive cooperation with other agencies and a community based communication network are unique features.

46. Stanton Career Education Center

Contact: Mr. Bobbie McDuffie
West 13th Street
Jacksonville, FL
Phone: 904-354-9015

The Stanton Center is a separate school for dropouts and potential dropouts

and offers three years of instruction leading to graduation. After two years experience in the classroom, teachers prepared an individualized curriculum. An offset printing curriculum with learning packages has now been published. The Center works with 40 community agencies. It is patterned along the lines of the Beggs Center in Pensacola.

47. Training and Technology (TAT)

Contact: Information Officer, TAT
ORAU Box 117
Oak Ridge, TN 37830

TAT is a series of projects operated at the Union Carbide 4-12 plant with Oak Ridge Associated Universities (ORAU) as the prime contractor. It is an operating manpower system concentrating 40 hours of training in each of an average of 26 weeks. Critical elements include training in an industrial setting, project management, flexibility, and job placement credibility. Trainers include 80 percent of those who meet the criteria of disadvantagement and 40 percent who are of minority groups. Over 20 publications are available describing the program development, curriculum and evaluation.

48. Title I Programs--Board of Education,
City of New York

Contact: Mr. George Quarles
Room 839
110 Livingston Street
Brooklyn, NY 11201
Phone: 212-522-5122

The general pattern in New York is to serve the disadvantaged within the general school setting whenever possible. Remedial work is handled as an "extra" for the student. A wide variety of evening programs and "alternative programs" are provided to meet special needs.

49. Vocational Education Communications Skills Center (VEA)

Contact: Ms. Victoria Sander
Franklin Senior High
300 North Gertrude Street
Stockton, CA 95205
Phone: 209-466-3911

The lab is designed for those who are enrolled in vocational education or who have vocational goals and communication problems. Each must have average and above ability, recognize they have a problem, and voluntarily enroll. The lab offers completely individualized diagnostic testing and prescriptive remediation using multi-sensory media. Manipulative, motor learning is emphasized.

50. Vocational Industrial Project (VIP)

Contact: Mr. James D. Penney
Sanborn Regional High School
Kingston, NH
Phone: 603-642-3341

VIP is targeted for students with a history of failure and low reading ability. Objectives include a pre-vocational program to reduce dropouts and a relevant school for students that are failing. Strategies include interdisciplinary team teaching, student planning, field trips, and work sutdy. An advisory committee is utilized.

51. Vocational Education for Disadvantaged and Handicapped Students

Contact: Mr. Jim Porter
East Chicago Schools
210 East Columbus Drive
East Chicago, IN 45312
Phone: 219-398-0878

This program serves dropouts by providing instruction in such subjects as auto mechanics, auto body, welding, machine shop, clerical, homemaking, and health care. The recruiting process is an outstanding feature of this program. Street workers, living in the community, are utilized to attract dropouts to community centers. The director of the program directs all federal projects in the school system, and in effect, serves as a dispensing agent of federal monies.

52. Vocational Village

Contact: Mr. Ron Thurston
Vocational Village
725 S.E. Powell
Portland, OR 97202
Phone: 503-234-6604

Vocational Village is a separate high school with individual progression rates, open-entry, open-exit, and no lectures. Work experience is included in the program. Students who have been unable to succeed in the regular school program may enroll.

53. Work Opportunity Center

Contact: Dr. Michael Joseph, Director
Work Opportunity Center
107 Fourth Street Southeast
Minneapolis, MN 55414
Phone: 612-332-0573

The purpose of the Center is to provide young people who are not in school with training that will enable them to get a job. Skill training, basic school skills, counseling, and work study are included. Instruction is

individualized. In-service for teachers is continuous with one afternoon per week set aside and includes 120 hours of human relations. Supportive staff works directly with students and teachers in the classroom. An open, positive climate is maintained. Students pace themselves. Original funding combined Title III, Vocational Education, State Department, and Minneapolis Public School sources. More information is available from bibliographical entry.

54. World of Work

Contact: Ms. Gladys Abad de Sanchez
San Sebastian School District
San Sebastian, PR
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Innovations to Prepare Disadvantaged Children for the World of Work is a program to develop innovations, educational materials and programs for disadvantaged from kindergarten to high school graduation. The program is conceptually comprehensive career education. Students are selected who are unable to develop realistic cover plans and tend to leave school before completing a training program. Teacher education includes career education concepts and the utilization and application of new techniques in curriculum degree and development.

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